






Eat Smart Be Smart

Where ^{Does} Food Come From?

-  **Grade Level:** Kindergarten **Lesson Time:** 30 minutes
-  **Integrated Core Subjects:** Science, Health Enhancement
-  **Montana Content Standard:** Science Standard 3: Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.
-  **Montana Content Standard:** Health Enhancement 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.
-  **Objectives:** Students understand that food comes from plants or animals; the importance of physical activity each day; and sort common foods as plant or animal.

Lesson/Activity




1. Introduce lesson by asking students, "Do you know where food comes from?" Discuss that food comes from either a plant or an animal.
2. Ask the students what makes a plant different from an animal. Point out that one basic difference is that plants can make their own food/energy by using the sun and animals must eat food to get energy. Both can reproduce. Animals can move but plants cannot. Review with the children some foods that come from animals and some that come from plants.
3. Have the students color two food pictures (provided) and identify if their foods come from an animal or a plant. Have all the students put the colored pictures into a paper bag.
4. Label two sections on the board "Food from Plants" and "Food from Animals."
5. Have each student select a picture out of the paper bag and tape it in the correct section on the board. Allow the students to lead the class in the corresponding physical activity (see 6. below). Continue until each student has a turn (you will have some food pictures left; if time allows you can repeat). Write the name of the food on the board and have the students sound them out.
6. Tell them that each time a "Food from Plants" is selected, they will pretend to shoot a basketball five times. Each time it is a "Food from Animals" they will do five jumping jacks.
7. Talk about how important it is to keep our bodies active to stay healthy. Using the *My Pyramid for Kids* poster, ask the students what the child going up the stairs symbolizes. Ask what is the importance of being active each day. Ask the students to give you examples of ways they are physically active each day. Write several different activities on the board.
8. Using the *Plant and Animal Foods* handout, have the children draw one or two pictures of a food they would like to eat in each category and have them write or draw one physical activity they will do today in their health journals. Review their answers with them.

Materials Needed




- A copy of the *MyPyramid for Kids* poster
- Food pictures (cut sheets into quarters so each student gets two pictures).
- One paper bag, tape, crayons, scissors
- Teacher reference sheets: *Plant and Animal Foods* and *Roots, Stems, Seeds, Fruits and Pods*.

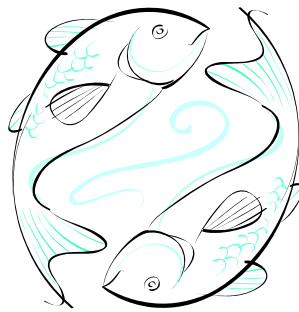
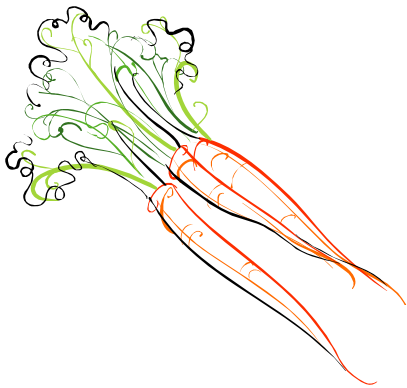
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Outcome Goals

-  Students will be able to state the difference between a plant and an animal.
-  Students will be able to identify food choices that are from each category (plant or animal).
-  Students will plan a physical activity they will do today.

Extending the Lesson

-  Using the *Roots, Leaves, Stems, Fruits and Pods* handout, review the different parts of a plant.
-  Bring in different foods that represent the different parts of a plant for students to observe and identify.
-  Use the school menu, if applicable, to ask the children to identify the foods that come from plants or animals.



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Acknowledgments/Adapted From

Louisiana Department of Education and
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